

## Berkeley Middle

320 North Live Oak Drive  
Moncks Corner, SC 29461

**Grades** 6–8 Middle School

**Enrollment** 1,257 Students

**Principal** Susan G. Gehlmann, Ed.D. 843–899–8840

**Superintendent** Dr. J. Chester Floyd 843–899–8600

**Board Chair** Kathleen Bounds 843–761–5437

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	18	26	1

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Below Average	No
<b>2005</b>	Below Average	Below Average	No

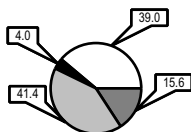
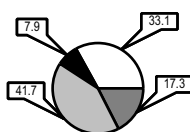
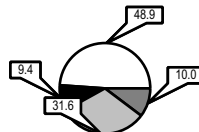
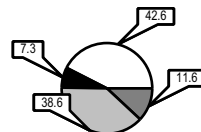
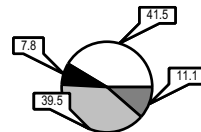
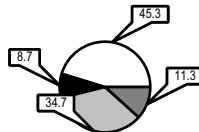
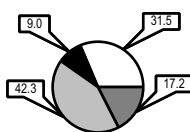
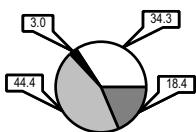
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	1,201	99.9	39.0	41.4	15.5	4.1	28.5	Yes	Yes
<b>Gender</b>									
Male	606	99.8	47.0	38.8	11.5	2.6	21.7		
Female	595	100.0	30.7	44.1	19.6	5.5	35.5		
<b>Racial/Ethnic Group</b>									
White	721	100.0	31.5	43.6	19.2	5.6	35.4	No	Yes
African American	448	100.0	49.4	38.4	10.3	1.9	19.2	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	95.5	73.7	26.3	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	999	100.0	33.5	44.0	17.7	4.7	32.7		
Disabled	202	99.5	66.8	28.3	4.3	0.5	7.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	1,201	99.9	39.0	41.4	15.5	4.1	28.5		
<b>English Proficiency</b>									
Limited English Proficient	20	95.0	82.4	17.6	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	1,181	100.0	38.3	41.8	15.8	4.1	29.0		
<b>Socio-Economic Status</b>									
Subsidized meals	726	99.9	46.0	41.9	11.0	1.0	20.7	No	Yes
Full-pay meals	475	100.0	28.8	40.7	22.1	8.4	39.8		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	1,201	99.8	33.0	41.8	17.2	8.0	34.4	Yes	Yes
<b>Gender</b>									
Male	606	99.7	32.9	44.5	16.1	6.5	32.4		
Female	595	100.0	33.0	39.1	18.4	9.5	36.4		
<b>Racial/Ethnic Group</b>									
White	721	100.0	24.6	42.8	22.0	10.7	42.5	Yes	Yes
African American	448	99.8	45.5	41.3	9.4	3.8	21.8	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	95.5	57.9	26.3	15.8	0.0	15.8	I/S	I/S
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	999	99.9	27.3	43.0	20.3	9.4	40.1		
Disabled	202	99.5	62.0	35.9	1.6	0.5	4.9	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	1,201	99.8	33.0	41.8	17.2	8.0	34.4		
<b>English Proficiency</b>									
Limited English Proficient	20	95.0	64.7	29.4	0.0	5.9	5.9	I/S	I/S
Non-Limited English Proficient	1,181	99.9	32.5	42.0	17.5	8.0	34.8		
<b>Socio-Economic Status</b>									
Subsidized meals	726	99.7	39.9	44.1	11.8	4.2	25.1	No	Yes
Full-pay meals	475	100.0	22.9	38.5	25.1	13.4	47.8		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	1,200	100.0	48.7	31.8	10.0	9.5	19.5
<b>Gender</b>							
Male	605	100.0	49.1	29.7	11.5	9.6	21.2
Female	595	100.0	48.2	33.9	8.4	9.5	17.9
<b>Racial/Ethnic Group</b>							
White	721	100.0	38.5	35.2	12.7	13.6	26.3
African American	447	100.0	64.1	26.5	6.1	3.3	9.4
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	75.0	20.0	0.0	5.0	5.0
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	998	100.0	41.6	35.4	11.8	11.2	23.0
Disabled	202	100.0	84.9	13.5	0.5	1.1	1.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,200	100.0	48.7	31.8	10.0	9.5	19.5
<b>English Proficiency</b>							
Limited English Proficient	20	100.0	88.9	11.1	0.0	0.0	0.0
Non-Limited English Proficient	1,180	100.0	48.0	32.1	10.1	9.7	19.8
<b>Socio-Economic Status</b>							
Subsidized meals	725	100.0	59.1	29.4	6.9	4.6	11.5
Full-pay meals	475	100.0	33.5	35.3	14.5	16.7	31.2

<b>Social Studies</b>							
All Students	1,200	99.9	42.6	38.5	11.5	7.4	18.9
<b>Gender</b>							
Male	605	99.8	43.1	37.1	11.4	8.4	19.8
Female	595	100.0	42.1	39.8	11.6	6.4	18.0
<b>Racial/Ethnic Group</b>							
White	721	100.0	32.4	42.8	14.2	10.7	24.9
African American	447	100.0	57.3	32.6	7.5	2.6	10.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	95.5	73.7	15.8	10.5	0.0	10.5
American Indian/Alaskan	8	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	998	100.0	36.3	42.1	13.1	8.4	21.5
Disabled	202	99.5	75.0	19.6	3.3	2.2	5.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,200	99.9	42.6	38.5	11.5	7.4	18.9
<b>English Proficiency</b>							
Limited English Proficient	20	95.0	76.5	23.5	0.0	0.0	0.0
Non-Limited English Proficient	1,180	100.0	42.1	38.7	11.7	7.5	19.2
<b>Socio-Economic Status</b>							
Subsidized meals	725	99.9	51.1	35.9	9.4	3.6	13.0
Full-pay meals	475	100.0	30.3	42.2	14.5	13.0	27.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	425	100.0	46.1	38.5	13.4	2.0	15.4
	7	369	99.7	36.9	44.2	16.1	2.8	18.9
	8	418	99.8	36.8	50.6	11.1	1.5	12.6
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	434	99.8	43.9	35.1	15.2	5.8	21.0
	7	386	100.0	36.1	47.8	13.9	2.2	16.0
	8	381	100.0	35.7	42.4	18.0	3.9	21.9
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	425	99.8	31.3	39.4	21.3	8.1	29.3
	7	369	100.0	26.9	47.1	16.9	9.1	26.0
	8	418	99.8	40.4	47.4	7.5	4.8	12.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	434	99.8	25.3	44.2	21.5	9.1	30.6
	7	386	99.7	34.3	38.1	18.0	9.5	27.5
	8	381	100.0	39.3	43.3	12.4	5.1	17.4
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	434	100.0	52.4	27.5	10.6	9.6	20.2
	7	385	100.0	45.2	37.1	8.2	9.5	17.7
	8	381	100.0	48.0	31.2	11.5	9.3	20.8
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	434	99.8	38.1	40.4	12.9	8.6	21.5
	7	385	100.0	52.9	32.4	8.4	6.3	14.7
	8	381	100.0	36.0	43.5	13.5	7.0	20.5

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 1,257)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	10.9%	Up from 9.8%	15.4%	15.5%
Retention rate	7.8%	Down from 10.5%	3.4%	3.0%
Attendance rate	95.5%	Up from 95.0%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.5%	Down from 6.9%	4.9%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.3%	Down from 7.1%	4.9%	4.6%
Eligible for gifted and talented	12.0%	Up from 9.7%	16.5%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.0%	Down from 17.8%	15.3%	13.6%
Older than usual for grade	9.6%	Up from 9.0%	5.4%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 2.4%	0.7%	0.8%
Annual dropout rate	0.1%	No change	0.0%	0.0%
<b>Teachers (n= 72)</b>				
Teachers with advanced degrees	62.5%	Down from 62.7%	46.3%	51.8%
Continuing contract teachers	86.1%	Up from 82.7%	80.0%	78.1%
Highly qualified teachers	94.0%	Up from 91.8%	90.0%	89.6%
Teachers with emergency or provisional certificates	0.0%	Down from 1.4%	7.0%	6.0%
Teachers returning from previous year	82.1%	Up from 81.2%	84.5%	85.4%
Teacher attendance rate	94.7%	Up from 92.8%	94.8%	94.9%
Average teacher salary	\$44,043	Up 7.1%	\$40,070	\$41,328
Prof. development days/teacher	10.1 days	Down from 10.6 days	11.7 days	11.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 24.6 to 1	20.5 to 1	21.3 to 1
Prime instructional time	89.2%	Up from 86.9%	88.8%	89.3%
Dollars spent per pupil*	\$5,235	Down 0.2%	\$5,747	\$6,022
Percent of expenditures for teacher salaries*	56.0%	Down from 61.0%	61.3%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.5%	Down from 93.6%	95.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	94.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Berkeley Middle School (BMS) is accredited by the Southern Association of Colleges and Schools. Our school continues to meet the goals of our five-year school renewal plan. These goals, a collaborative effort of all representatives of our School Improvement Council, assure that learning and improvement are continuous.

BMS is a Title I school that serves approximately 1,250 students. Our Title I funding provided tutorial assistance for students, professional development activities for teachers, and various parenting activities. These funds were used to purchase additional classroom resources to supplement our instructional program. This year our students and faculty focused on the STAR theme: Self-respect, Trust, Achievement, Responsibility. These quality traits were emphasized in all aspects of school life.

Our teachers show commitment to professional growth and development. Our students performed well academically and artistically. BMS had 17 students involved in the strings music program and 160 students in the band. A jazz band continues to increase in numbers from all grade levels. Our school was represented in All-County, All-Region and All-State strings and band. Eighteen students were identified as South Carolina Junior Scholars and 68 were identified as possible Duke TIP Scholars. Academic teams participated in Trident Technical College Quest competition, with our 6th grade teams bringing home the overall Level I trophy. BMS students participated in 20 service learning school-wide activities. The Technology Club participated in two Lego Robotics competitions, a bridge building competition at the Citadel, and placed second in the state-wide Student Technology Association competition.

Additionally, Spanish and French are offered to students during exploratory classes. Our teachers taught an academic assistance class for eighteen weeks due to a reduction in teacher allocations for our school. Public speaking, critical thinking skills, and History in Your Own Backyard are examples of some of the academic enrichment classes that were offered this year. after-school tutorial assistance is available through A-Star and Homework Help. Our school hosted one AmeriCorp/NCCC volunteer team. BMS continues to support our High Performance Partnership with Santee Cooper. Our school is an America's School of Promise site.

No school is as good as it can be. BMS needs to address several areas of concern in mathematics, language arts, science, and social studies in order to improve opportunities for all students. The following programs are examples of some of the improvement strategies being implemented: Six Plus One Writing Traits; STAR Math; STAR Reading; Accelerated Reading; Thinking Maps; Algebra 1; Science Kits; and Honors English. Students were assessed with the Measures of Academic Progress (MAP). This instrument provides all teachers with diagnostic information to enhance each student's instruction. STAR Buddies were grouped with certified teachers to form a mentoring program. We move forward with the shared vision that Berkeley Middle School is a community of learners.

Dr. Susan G. Gehlmann, Principal

Mrs. Terri T. Smith, Chair of the School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	85	353	173
<b>Percent satisfied with learning environment</b>	84.1%	56.5%	71.9%
<b>Percent satisfied with social and physical environment</b>	81.9%	61.2%	57.6%
<b>Percent satisfied with school-home relations</b>	53.0%	79.4%	59.9%

\*Only students at the highest middle school grade level at this school and their parents were included.